BUILDING TRUST IN NIGERIAN UNIVERSITIES THROUGH THE INTEGRATION OF EMERGING TECHNOLOGIES INTO THE BUSINESS EDUCATION CURRICULUM

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Abstract

This study examines the potential of integrating emerging technologies into the business education curriculum as a strategy for building trust in Nigerian universities. In response to the increasing demand for industry-relevant and competency-based education, universities in Nigeria can leverage technologies such as artificial intelligence, blockchain, and data analytics to enhance the quality, transparency, and credibility of business programmes. The integration of these technologies is expected to equip students with practical, future-ready skills, promote accountability in academic processes, and signal institutional commitment to innovation and excellence. A descriptive survey research design was adopted to investigate the influence of emerging technologies on trust-building among key stakeholders, including students, parents, employers, and the wider community. The findings of this study are expected to provide valuable insights for policymakers, educators, and institutional leaders on the opportunities and challenges associated with embedding emerging technologies in business education, thereby contributing to improved trust and confidence in Nigerian higher education institutions.

Keywords: Building trust, integration, emerging technologies, Business Education

Introduction

Trust is the fundamental pillar of any educational system, influencing stakeholders' confidence in the quality, relevance, and integrity of academic programmes. In Nigeria, concerns about declining educational standards, graduate unemployability, and limited alignment between university curricula and industry needs have contributed to a gradual erosion of trust in higher education institutions. Business Education in particular, has faced criticism for being overly theoretical and insufficiently responsive to the rapidly evolving demands of the modern

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workplace. As a result, there is an urgent need for innovative approaches that can enhance the credibility and effectiveness of Business Education in Nigerian universities.

The global shift towards digital transformation has introduced a wide range of emerging technologies – such as artificial intelligence (AI), blockchain, big data analytics, and cloud computing – that are reshaping industries and redefining skill requirements. These technologies are not only transforming business practices but are also influencing how knowledge is created, delivered, and assessed in educational settings. Universities worldwide are increasingly integrating these tools into their curricula to provide students with practical, future-oriented competencies. In this context, the integration of emerging technologies into Business Education presents a strategic opportunity for Nigerian universities to modernize their programmes and rebuild stakeholder trust.

Edenkwo and Nwaoburu (2025) identified emerging business technologies to include virtual reality, augmented reality, mixed reality and simulations. These authors recommended that university management should liaise with the National Universities Commission (NUC) and the TETFund to equip business and entrepreneurship education departments with the latest information and communication technologies (ICT) and retrain business educators on the imperatives of mixed reality in the 21st century. Hughes (2022) identified the following as emerging technologies in business virtual reality (VR), real-time video classrooms, robots, virtual technologies like Skype and WhatsApp, Again, Shaibu (2023) listed emerging technologies in Business Education as 5G technology, AI, virtual reality, biometrics, blockchain, robotics, cloud computing, Internet of Things, data analytics, cyber security, facebook, virtual schools, and blended learning. Similarly, Sadiku, Ajayi and Sadiku (2025) listed these as emerging technologies in Business Education; artificial intelligence (AI), machine learning (ML), virtual reality, augmented reality, adaptive learning technologies, blockchain technology,

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microlearning, nanolearning, data analytics, mobile learning, simulation, gamification, massive open online courses (MOOCs), learning management system (LMS), virtual classrooms and video conferencing. However, Hughes (2022) assessed that these technologies are capable to create learning environments that would enable students get authentic low stakes hands-on experience and, as well, facilitate easy collaboration of business students on projects.

However, Anyanwu, Govender and Ngwenya (2022) found that emerging technologies had not been effectively integrated into the business education curriculum due to poor investment on the part of government and other critical stakeholders. Similarly, Crossdale and Nwosu (2022) found that there is no effective integration of emerging technologies in Business Education. In the same vein, Shaibu (2023) agreed that emerging technologies had not been effectively integrated into the Business Education curriculum. Ogunode (2020) asserted that these deficiencies put a hold to quality education and students' success.

According to Yarlagadda (2025), AI can support personalized learning experience and intelligent learning tutoring systems, enabling students to acquire knowledge at their own pace while improving learning outcomes. Blockchain technology offers the potential to enhance transparency and security in academic records, thereby reducing issues relating to credential fraud and strengthening institutional credibility. Similarly, data analytics equips students with the ability to interpret and utilize data for decision-making, a critical skill in today's data-driven business environment. By embedding these technologies into the Business Education curriculum, universities can bridge the gap between theoretical knowledge and practical application, making graduates more employable and competent.

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Furthermore, integration of emerging technologies, which Okorie (2024) described as a paradigm shift in pedagogy, can foster greater transparency, accountability, and efficiency within the university system. Ogunode (2020) posited that emerging technologies aim at improving students' learning experiences by aiding their engagement, satisfaction and retention; providing skills to compete in a global business environment; encouraging innovative teaching; personalizing learning; promoting reflection; and delivering and supporting globalization. In the same vein, Becker (2026) observed that emerging technologies revolutionize industries and transform lives whereas many organizations are unprepared for transformation. Cromley (2025) opined that the Nigerian Government introduced an initiative to incorporate digital skills and advanced technology into the university curriculum. Such improvements not only enhance the students' experience but also demonstrate institutional commitment to quality assurance and continuous improvement. Consequently, these developments can play a significant role in restoring trust among students, parents, employers, and the broader society.

Despite these potential benefits, the adoption of emerging technologies in Nigerian universities is not without challenges. Issues such as inadequate infrastructure, limited funding, poor technical expertise, and resistance to change may hinder effective implementation. However, Okorie (2024) found eleven barriers to integration of emerging technologies into the academic programme of tertiary institutions among which are poor funding, unsteady power supply, poor maintenance culture, poor internet and high cost of ICT materials. Additionally, there is need for curriculum redesign, staff training, and supportive policies to ensure that technology integration is both meaningful and sustainable. Addressing these challenges is critical to maximizing the impact of emerging technologies on trust building in higher education.

Constraints to integration of emerging technologies into Business Education notwithstanding, many authors have adduced strategies that would enhance the integration of

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new instructional technologies into Business Education. International Labour Organization (ILO, 2021) observed that every profession has had changes at all levels of operation and opined that education and instructional procedure should be made relevant to the labour market in relation to the economic trend in the country. These authors opined that both content and method in tertiary education should be revised in line with economic transitions and occupational changes. Criollo-C, Guerrero-Arias, Cerezo, Arif, Furtuna, Prasetya & Lujan-Mara (2024) opined that training and re-training of teachers are critical strategies for successful integration of new technologies into the instructional process

Against this backdrop, this study investigated how the integration of emerging technologies into the Business Education curriculum can contribute to building trust in Nigerian universities. By examining the perceptions of key stakeholders and the extent to which these technologies influence credibility, transparency, and educational quality, the study sought to provide empirical insights that can guide policy formulation and institutional practice. Ultimately, the research aimed to highlight pathways through which Nigerian universities can leverage innovation to enhance their reputation and regain public confidence in their academic offerings.

Research Questions

The following research questions guided the study:

1. What emerging technologies are relevant to Business Education in Nigerian universities?
2. What is the current level of integration of emerging technologies in Business Education curricula of Nigerian universities?
3. How does the integration of emerging technologies influence students' trust in Nigerian universities?

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4. What challenges hinder the effective integration of emerging technologies into Business Education curricula of Nigerian universities?
5. What strategies can be adopted to enhance trust through the integration of emerging technologies in Nigerian universities?

Hypotheses

The following hypotheses tested at 0.05 level of significance guided the study:

1. Ho_1: There is no significant difference between the mean ratings of students and lecturers on the current level of integration of emerging technologies in Business Education curricula of Nigerian universities.
2. Ho_2. There is no significant difference between the mean ratings of students and lecturers on how integration of emerging technologies influences students' trust in Nigerian universities.

Research Methodology

Descriptive research design was used for the study. The work covered the nine universities in the South-East Nigeria that offer Business Education. These comprised University of Nigeria Nsukka, Nnadi Azikiwe University Awka, Ebonyi State University Abakaliki, Alex Ekwueme Federal University Ndufu Alike Ikwo, Abia State University Uturu, Enugu State University of Science and Technology Agbani, Tansian University, Chukwuemeka Odumegwu Ojukwu University, and Caritas University. Purposive sampling technique was adopted because the researcher considered it expedient and apt for the work. This activity resulted to a sample of two hundred and thirteen (213) – one hundred and fifty-two (152) students and sixty-one (61)

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lecturers. A four point scale researcher designed questionnaire with a reliability coefficient of .94 was used for data collection. The instrument was validated by three experts – one from Ebonyi State College of Education and two from Enugu State University of Science and Technology. To establish the reliability of the instrument, thirty (30) copies of the instrument were administered on business education students and lecturers in two (2) universities in the South-South. Data that resulted from the trial test were analyzed using Cronbach Alpha to arrive at .94. Through trained research assistants, 249 copies of the instrument were administered on the respondents and it was only 213 copies that were returned. Mean and standard deviation were used to answer the research questions while t-test and p-value were used to test the hypotheses at 0.05 level of significance.

Results

Table 1: Mean scores of the respondents on emerging technologies relevant to Business Education in Nigerian universities

N = 213

S/N	Emerging technologies in Business Education	Students		Lecturers		Total		
		X	S.D	*X*	S.D	*X*	S.D	Decision
1	Touch screen android computers	3.48	0.62	3.43	0.59	3.46	0.61	Relevant
2	Smartphones	2.99	0.80	3.34	0.73	3.09	0.80	Relevant
3	Video data projector	3.51	0.68	3.26	0.79	3.44	0.72	Relevant
4	Remote controlled projector	3.62	0.63	3.70	0.61	3.64	0.63	Relevant
5	Digital photocopier	3.66	0.54	3.70	0.46	3.67	0.52	Relevant
6	Colour digital scanner	3.27	0.65	3.51	0.60	3.34	0.64	Relevant
7	Laser printers	3.50	0.61	3.49	0.60	3.50	0.60	Relevant
8	Virtual reality	3.41	0.72	3.18	0.56	3.35	0.69	Relevant
9	Broadband	3.24	0.83	2.61	0.80	3.06	0.87	Relevant
10	Router	2.99	0.78	2.66	0.83	2.89	0.81	Relevant
11	Augmented reality	3.52	0.64	3.64	0.55	3.55	0.62	Relevant
12	Digital wireless microphones	3.35	0.59	3.74	0.54	3.46	0.60	Relevant
13	Cyber security	3.23	0.73	3.33	0.57	3.26	0.69	Relevant
14	Mixed reality	3.05	0.89	3.00	0.52	3.03	0.80	Relevant
15	Adaptive learning technology	3.24	0.88	2.93	0.57	3.15	0.82	Relevant
16	Compact disk (CD)	3.15	0.95	2.77	0.74	3.04	0.91	Relevant
17	Flash drive	3.55	0.62	3.57	0.59	3.55	0.61	Relevant
18	Digital camera	3.39	0.90	3.39	0.84	3.39	0.88	Relevant
19	Digital console	3.43	0.62	3.72	0.58	3.51	0.62	Relevant
20	Bluetooth headphone	3.62	0.61	3.69	0.53	3.64	0.59	Relevant
21	Video conferencing	3.38	0.76	3.16	0.61	3.31	0.73	Relevant
22	Data analytics	3.33	0.70	3.11	0.52	3.27	0.66	Relevant
23	Blockchain technology	3.45	0.66	3.30	0.61	3.41	0.65	Relevant
24	Real-time video classroom	3.13	1.07	2.43	0.88	2.92	1.07	Relevant
25	Robots	3.25	0.73	3.30	0.64	3.26	0.70	Relevant
26	5G technology	3.27	0.71	3.57	0.56	3.36	0.68	Relevant
27	Chatroom	3.33	0.68	3.59	0.56	3.40	0.66	Relevant
28	Electronic library (e-library)	3.75	0.46	3.89	0.32	3.79	0.43	Relevant
29	Cloud computing	3.18	0.58	3.31	0.56	3.22	0.57	Relevant
30	Blogs	3.20	0.66	3.31	0.62	3.23	0.65	Relevant
31	Internet of Things	3.82	0.38	3.85	0.40	3.83	0.39	Relevant
32	Gamification	3.55	0.56	3.61	0.53	3.57	0.55	Relevant
33	Word processing software	3.61	0.53	3.51	0.50	3.58	0.52	Relevant
34	Accounting software	3.64	0.52	3.52	0.54	3.61	0.53	Relevant
35	e-payment software	3.61	0.61	3.39	0.56	3.54	0.60	Relevant
36	Multimedia sharing	3.34	0.74	2.79	0.69	3.18	0.76	Relevant
37	Electronic data interchange	3.35	0.77	2.67	0.70	3.15	0.81	Relevant
38	Telemetric conferencing	3.38	0.72	2.79	0.66	3.21	0.75	Relevant
39	Educational simulation	3.13	0.53	3.41	0.62	3.21	0.57	Relevant
	Group Mean	**3.38**	**0.37**	**3.31**	**0.16**	**3.36**	**0.32**	Relevant

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Table 1 above shows that the 39 emerging technologies are relevant to Business Education in Nigerian universities. A closer observation would reveal that these technologies are highly relevant because the mean scores ranged between 2.89 and 3.83; everything ranking above the benchmark of 2.50. The standard deviations indicate that the individual scores do not vary significantly from the mean. That is to say that the scores do not disperse significantly from the mean.

Table 2: Mean scores of the respondents on current level of integration of emerging technologies in Business Education in Nigerian universities

N = 213

S/N	Current level of integration of these Technologies in Business Education	Students		Lecturers		Total		Decision
		$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	
40	Touch screen android computers	2.39	0.98	1.43	0.62	2.11	0.99	Low Level
41	Smartphones	3.36	0.78	3.38	0.78	3.36	0.77	High Level
42	Video data projector	2.04	0.91	1.36	0.61	1.85	0.89	Low Level
43	Remote controlled projector	2.18	1.04	1.33	0.63	1.93	1.02	Low Level
44	Digital photocopier	2.07	0.88	1.26	0.51	1.84	0.87	Low Level
45	Colour digital scanner	1.87	0.83	1.34	0.57	1.72	0.80	Low Level
46	Laser printers	1.80	0.76	1.33	0.54	1.67	0.74	Low Level
47	Virtual reality	1.92	0.84	1.38	0.64	1.77	0.82	Low Level
48	Broadband	2.08	0.87	1.34	0.66	1.87	0.88	Low Level
49	Router	2.02	0.86	1.48	0.70	1.86	0.86	Low Level
50	Augmented reality	1.78	0.74	1.41	0.74	1.67	0.76	Low Level
51	Digital wireless microphones	1.90	0.77	1.43	0.56	1.77	0.75	Low Level
52	Flash drive	3.36	0.78	3.38	0.78	3.36	0.77	High Level
53	Mixed reality	3.30	0.81	3.34	0.83	3.31	0.82	High Level
54	Adaptive learning technology	2.35	1.21	1.59	0.78	2.13	1.16	Low Level
55	Compact disk (CD)	2.13	0.84	1.66	0.79	1.99	0.85	Low Level
56	Cyber security	2.42	1.19	1.48	0.72	2.15	1.16	Low Level
57	Digital camera	3.30	0.81	3.34	0.83	3.31	0.82	High Level
58	Digital console	2.27	0.87	1.74	0.66	2.12	0.85	Low Level
59	Bluetooth headphone	2.39	0.98	1.43	0.62	2.11	0.99	Low Level
60	Video conferencing	2.03	0.80	1.56	0.56	1.89	0.77	Low Level
61	Data analytics	2.08	0.87	1.34	0.66	1.87	0.88	Low Level
62	Blockchain technology	2.21	0.86	1.57	0.64	2.03	0.85	Low Level
63	Real-time video classroom	2.02	0.86	1.47	0.70	1.86	0.86	Low Level
64	Robots	2.19	0.84	1.54	0.62	2.00	0.83	Low Level
65	5G technology	2.18	1.04	1.33	0.63	1.93	1.02	Low Level
66	Chatroom	1.90	0.77	1.43	0.56	1.77	0.75	Low Level
67	Electronic library (e-library)	2.13	0.84	1.66	0.79	1.99	0.85	Low Level
68	Cloud computing	1.87	0.83	1.34	0.57	1.72	0.80	Low Level
69	Blogs	1.78	0.74	1.41	0.74	1.67	0.76	Low Level
70	Internet of Things	2.39	0.98	1.43	0.62	2.11	0.99	Low Level
71	Gamification	1.92	0.84	1.38	0.64	1.77	0.82	Low Level
72	Word processing software	2.42	1.19	1.48	0.72	2.15	1.16	Low Level
73	Accounting software	2.02	0.86	1.48	0.70	1.86	0.86	Low Level
74	e-payment software	2.04	0.91	1.36	0.61	1.85	0.89	Low Level
75	Multimedia sharing	1.87	0.83	1.34	0.57	1.72	0.80	Low Level
76	Electronic data interchange	1.78	0.74	1.41	0.74	1.67	0.76	Low Level
77	Telemetric conferencing	1.80	0.76	1.33	0.54	1.67	0.74	Low Level
78	Educational simulation	2.35	1.21	1.59	0.78	2.13	1.16	Low Level
	Group Mean	**2.13**	**0.71**	**1.53**	**0.38**	**1.95**	**0.68**	**Low Level**

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Table 2 shows that thirty-five (35) out of the thirty-nine (39) items designed to determine the current level of integration of emerging technologies into Business Education in Nigerian universities were low. The mean scores of the 35 items fell between 1.67 and 2.15. Conversely, items 41, 52, 53 and 57 had mean scores of 3.36 and 3.31 and could be seen as highly relevant. The grand mean of 2.06 implies that the current level of integration of emerging technologies into Business Education is low. The standard deviations indicate that the individual scores do not vary significantly from the mean. That is to say that the scores do not disperse significantly from the mean.

Table 3: t-test analysis of mean responses between students and lecturers on current level of integration of emerging technologies in Business Education in Nigerian universities

Variable	No	$\bar{X}$	S.D	DF	T-Cal	P-Value	Decision
Students	152	2.22	0.71	211	5.927	0.000	Reject
Lecturers	61	1.66	0.38				

Table 3 shows the t-test analysis of the difference between the mean responses of students and lecturers on current level of integration of emerging technologies in Business Education in Nigerian universities. The analysis yielded a t-cal value of 5.927 and a p-value of 0.000. This p-value is less than 0.05 indicating that there is significant difference between the mean responses of students and lecturers on the current level of integration of emerging technologies in Business Education in Nigerian universities. On the premise of this finding, hypothesis 1 was not accepted implying that there is significant difference between the mean responses of students and lecturers.

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Table 4: Mean scores of the respondents on how integration of emerging technologies influences students' trust in Nigerian universities

N = 213

S/N	How integration of emerging technologies influence students' trust	Public		Private		Total		
		$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	Decision
79	Makes the institution transparent in its academic processes	3.76	0.43	3.79	0.41	3.77	0.42	Great Extent
80	Aids retention of learned materials	3.73	0.46	3.75	0.43	3.74	0.45	Great Extent
81	Equips Business Education Graduates with skills for global competition	3.76	0.43	3.70	0.46	3.74	0.44	Great Extent
82	Encourages innovative teaching	3.67	0.47	3.79	0.41	3.70	0.46	Great Extent
83	Encourages personalized learning	3.56	0.51	3.46	0.53	3.53	0.52	Great Extent
84	Promotes objective reflection	3.51	0.58	3.26	0.51	3.44	0.57	Great Extent
85	Leads to acquisition of global skills by learners	3.72	0.45	3.77	0.42	3.73	0.44	Great Extent
86	Enhances the quality of education provided by my institution	3.56	0.52	3.61	0.49	3.57	0.51	Great Extent
87	Creates a conducive atmosphere for learner-centered pedagogy	3.76	0.45	3.69	0.47	3.74	0.45	Great Extent
88	Evokes a flexible curriculum that meets students' needs	3.60	0.54	3.56	0.50	3.59	0.53	Great Extent
89	Produces graduates who meet the needs of the society	3.66	0.47	3.74	0.44	3.69	0.47	Great Extent
90	Increases my confidence in my institution	3.63	0.51	3.62	0.49	3.63	0.50	Great Extent
91	Creates suitable sharing between theory and practice	3.62	0.50	3.62	0.49	3.62	0.50	Great Extent
92	Improves fairness in assessment and grading of learners	3.53	0.56	3.48	0.50	3.51	0.55	Great Extent
	Group Mean	**3.65**	**0.33**	**3.63**	**0.27**	**3.64**	**0.31**	**Great Extent**

Table 4 shows that all the fourteen (14) items designed to determine how integration of emerging technologies into Business Education would influence students' trust in Nigerian universities fell between 3.44 and 3.77 mean scores. The grand mean of 3.64 indicates that integration of emerging technologies enhance quality assurance in Business Education to the extent that students' trust in the universities that offer the programme would be unimaginably high if there is effective integration of emergency technologies in Business Education. Similarly, the standard deviations indicate that the individual scores do not vary significantly from the mean. That is to say that the scores do not disperse significantly from the mean.

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Table 5: t-test analysis of mean responses between students and lecturers on how integration of emerging technologies influence students' trust in Nigerian universities

Variable	No	$\bar{X}$	S.D	DF	T-Cal	P-Value	Decision
Students	152	3.65	0.33	211	0.338	0.736	Do not
Lecturers	61	3.63	0.27				Reject

Table 5 shows the t-test analysis of the difference between the mean responses of Business Education students and lecturers on how integration of emerging technologies in Business Education influences students trust in Nigerian universities. The analysis resulted to a t-cal value of 0.338 and a p-value of 0.736. The p-value is greater than 0.05 which indicates that there is no significant difference between the mean responses of Business Education students and lecturers on how integration of emerging technologies influences students' trust in Nigerian universities.

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Table 6: Mean scores of the respondents on challenges to effective integration of emerging technologies in Business Education in Nigerian universities

N = 213

S/N	Challenges to effective integration of emerging technologies in Business Edu.	Public		Private		Total		
		$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	Decision
93	Poor funding limits integration of new technologies in business education	3.65	0.51	3.79	0.41	3.69	0.48	Agree
94	Most lecturers are not aware of the technologies they are expected to use	3.21	0.79	3.25	0.75	3.22	0.78	Agree
95	Inadequate number of lecturers limit integration of new technologies in Business Education	2.20	0.96	1.62	0.84	2.03	0.96	Disagree
96	Poor supply of relevant ICT materials limits integration of new technologies in Business Education	3.66	0.57	3.75	0.47	3.69	0.54	Agree
97	Unsteady power supply hinders integration of new technologies in Business Education	3.74	0.49	3.77	0.42	3.75	0.47	Agree
98	Poor maintenance culture is a barrier to integration of new technologies in Business Education	3.58	0.58	3.67	0.51	3.61	0.56	Agree
99	Poor access to machines and equipment limits integration of new technologies in Business Education	3.34	0.54	3.18	0.43	3.30	0.52	Agree
100	Lecturers have inadequate ICT skills to aid instructional process	3.08	0.58	2.70	0.61	2.97	0.61	Agree
101	Support staff for maintenance of new technologies are scarce	3.16	0.60	3.31	0.47	3.21	0.57	Agree
102	Lecturers show poor interest in computer aided instruction	2.27	0.87	1.74	0.66	2.12	0.85	Disagree
103	Students show poor interest in computer aided instruction	2.03	0.80	1.56	0.56	1.89	0.77	Disagree
104	High cost of ICT devices impair integration of new technologies in Business Education	3.40	0.62	3.72	0.49	3.49	0.60	Agree
105	Poor internet service limits integration of new technologies in Business Education	3.52	0.61	3.44	0.70	3.50	0.63	Agree
106	Technophobia on the part of lecturers impair integration of new technologies in Business Education	2.21	0.86	1.57	0.64	2.03	0.85	Disagree
107	Technophobia on the part of students impairs integration of new technologies in Business Education	2.19	0.84	1.54	0.62	2.00	0.83	Disagree
108	Resistance to migration to technology-based instructional process limits integration of new technologies in Business Education.	3.19	0.56	3.43	0.56	3.26	0.57	Agree
109	Institutions do not prioritize application of new technologies	3.24	0.68	3.52	0.62	3.32	0.68	Agree
110	Non inclusion of ICT in the curriculum challenges integration of new technologies in Business Education	3.51	0.62	3.16	0.55	3.41	0.62	Agree
111	Poor attitude to policy implementation impairs integration of new technologies in Business Education	3.57	0.55	3.54	0.50	3.56	0.53	Agree
	Group Mean	**3.09**	**0.39**	**2.96**	**0.18**	**3.05**	**0.34**	**Agree**

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Table 6 shows that fifteen (15) out of the twenty (20) items formulated to establish what constitute challenges to effective integration of emerging technologies in Business Education fell between 2.97 and 3.75 mean scores. This implies that the respondents agreed that the 15 items challenge effective integration of emerging technologies in Business Education in Nigerian universities. Conversely, the table shows that the remaining five (5) items fell between 1.89 and 2.12 mean scores indicating that the respondents did not agree that these 5 items are among the challenges to effective integration of emerging technologies in Business Education. In the same vein, the standard deviations indicate that the individual scores do not vary significantly from the mean, implying that the individual scores do not disperse significantly from the mean.

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Table 7: Mean scores of the respondents on strategies for enhancing trust in Nigerian universities through integration of emerging technologies in Business Education

N = 213

S/N	Item	Public		Private		Total		Decision
		$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D	
112	Revision of business education curriculum to incorporate application of new technologies	3.87	0.34	3.84	0.37	3.86	0.35	Agree
113	Ensuring that ICT curriculum is implemented	3.75	0.43	3.51	0.50	3.68	0.47	Agree
114	Improving PowerPoint competencies of lecturers	3.65	0.51	3.15	0.63	3.51	0.59	Agree
115	Building competencies in e-commerce	3.57	0.57	2.98	0.72	3.40	0.67	Agree
116	Comprehensive training of lecturers on application ICT devices	3.69	0.48	3.44	0.53	3.62	0.51	Agree
117	Training ICT support staff to co-drive ICT with lecturers	3.60	0.51	3.52	0.50	3.58	0.50	Agree
118	Practical exposure of students to mobile collaboration tools	3.71	0.46	3.75	0.43	3.72	0.45	Agree
119	Using replicas of gadgets used in workplace/office in teaching	3.72	0.45	3.72	0.45	3.72	0.45	Agree
120	Practical exposure of students to the use of websites	3.63	0.51	3.67	0.47	3.64	0.50	Agree
121	Boosting Nigeria policy for integration of ICT in education	3.59	0.49	3.49	0.54	3.56	0.51	Agree
122	Adopting international ICT standards in the Nigerian education curriculum	3.50	0.81	3.08	0.82	3.38	0.83	Agree
123	Allocation of adequate fund to Business Education by relevant authorities	3.78	0.47	3.80	0.40	3.79	0.45	Agree
124	Making Business Education attractive	3.32	0.56	3.23	0.53	3.30	0.55	Agree
125	Making policies to encourage staff renewal	3.29	0.56	3.15	0.44	3.25	0.53	Agree
126	Upgrading departmental laboratories	3.74	0.48	3.87	0.34	3.77	0.45	Agree
127	Procurement of adequate relevant ICT devices	3.70	0.51	3.82	0.39	3.74	0.48	Agree
128	Prioritizing maintenance of instructional gadgets	3.59	0.52	3.80	0.40	3.65	0.50	Agree
129	Provision of reliable power supply	3.78	0.43	3.80	0.40	3.79	0.42	Agree
130	Employment of computer literate lecturers only	3.28	0.99	2.36	1.05	3.02	1.09	Agree
131	Revision of teaching methods in colleges of education in line with economic	3.57	0.51	3.34	0.48	3.50	0.51	Agree
132	Funding integration of new technologies through public private partnership (PPP)	3.42	0.52	3.52	0.50	3.45	0.52	Agree
133	Ensuring that funds meant for integration of new technologies are not diverted	3.76	0.45	3.84	0.37	3.78	0.43	Agree
134	Attitudinal change for parties to ICT in education	3.54	0.51	3.30	0.46	3.47	0.51	Agree
	Group Mean	3.61	0.30	3.48	0.17	3.57	0.28	Agree

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Table 7 shows that all the twenty-three (23) items designed to establish strategies for enhancing integration of emerging technologies in Business Education fell between 3.02 and 3.86. Each of the 23 items had a mean score above the benchmark (2.50). This implies that the respondents agreed that the 23 items are strategies for enhancing trust in Nigerian universities through integration of emerging technologies in Business Education. However, the standard deviations indicate that the individual scores do not vary significantly from the mean, implying that the individual scores do not disperse significantly from the mean.

Discussion of Findings

This study found that business education students and lecturers identified thirty-nine (39) items as emerging technologies in Business Education. Blockchain technology and cloud computing were identified to be among the emerging technologies in Business Education. This finding agrees with Hughes (2022) and Shaibu (2023) who listed the most of the items among the emerging technologies in Business Education. An in-depth watch of the results of the study revealed that internet of things and e-library are on top of all the technologies on table 1. This finding applauds the opinion of Okorie (2024) that emerging technologies in Business Education are driven by information and communication technology.

Again, the study revealed that there was low level of integration of emerging technologies in Business Education. A critical examination of the results of the study indicates that application of internet is not prioritized in Business Education instructional procedure in Nigerian universities. These findings agree with Shaibu (2023) who found that emerging technologies had not been effectively integrated into the Business Education curriculum. The results also revealed that there is no significant difference between the opinions of students and lecturers on the current level of integration of emerging technologies in Business Education.

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The study further found that integration of emerging technologies into the Business Education curriculum enhances the quality of Business Education offered in Nigerian universities. This finding agrees with Okoli and Wagbara in Okorie (2024) who opined that quality in education could be achieved through the injection of emerging technologies into the instructional delivery of business educators. The study again showed that there is no significant difference between the opinions of business education students and lecturers on how integration of emerging technologies influences students' trust in Nigerian universities.

The study also revealed that scarcity of support staff, unsteady power supply and high cost of ICT devices are among the barriers to integration of emerging technologies in Business Education in Nigerian universities. These findings agree with Okoli and Onyeagba in Okorie (2024) who found scarcity of support staff, inadequate fund for the acquisition of computers and related gadgets as well as inadequate knowledge of the use of computer and other gadgets as barriers to integration of new instructional technologies in Business Education. Again in agreement with Becker (2026), the results of the study revealed that poor supply of relevant ICT materials, unsteady power supply, poor maintenance culture and failure of institutions to prioritize application of emerging technologies as challenges to integration of emerging technologies in Business Education. Similarly, high cost of ICT devices and poor internet services were identified by the respondents as barriers to the subject matter in agreement with Oliver in Umeano and Ifi in Okorie (2024). In the same vein, the respondents agreed that resistance to migration to technology-based instruction, poor access to machines and equipment, lecturers' inadequate ICT skills, and non inclusion of ICT in the curriculum are barriers to integration of new instructional technologies in Business Education. These findings agree with

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the findings of Criollo-C et al (2024) which got these constructs as barriers to integration of new instructional technologies in Business Education.

In table 7, the results of the study showed that revision of Business Education curriculum and comprehensive training of Business Education lecturers are among the twenty-three strategies for enhancing integration of emerging technologies in Business Education in Nigerian universities. A thorough examination of the results revealed that the respondents agreed that revision of Business Education curriculum, allocation of adequate fund to Business Education, upgrading departmental laboratories, and making Business Education attractive are good strategies. These findings support the findings of Cromley (2025) which saw all the above constructs as nice strategies for enhancing integration of emerging technologies in Business Education in Nigerian universities. Similarly, in agreement with Becker (2026), this study found that comprehensive training of Business Education lecturers on application of ICT devices and employment of computer literate lecturers are good strategies for enhancing integration of emerging technologies in Business Education. The researcher views these findings as very practical because the principle of "nemo dat quod non habet" (you cannot give what you do not have) applies in all fields and areas of life; Business Education lecturers should have something to offer in order to make integration of emerging technologies in Business Education a success. This position confirms the stand of Ogunode (2022) that identified poor professional development as the number one challenge to successful integration of technology in the classroom. In the same vein, it also confirms the observation of Becker (2026) which posited that dearth of viable professional advancement programmes for Business Education lecturers is the most critical challenge to integration of technology in education.

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Conclusion

Integration of emerging technologies is a condition sine qua non for quality assurance in Business Education that would ultimately build trust in Nigerian universities. But regrettably, emerging technologies have not been fully integrated in Business Education in Nigerian universities. Up to fourteen (14) factors have been identified as challenges to the integration of emerging technologies in Business Education. This implies that trust in Nigerian universities is in jeopardy but hope is not lost since strategies for enhancing integration of these technologies in Business Education have been identified.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Governments, proprietors of private universities and donor agencies should ensure that emerging technologies are adequately provided in Nigerian universities.
2. National Universities (NUC) should involve experienced Business Educators in the revision of Business Education curriculum to fully integrate emerging technologies.
3. Business Education Lecturers should be able to create quality learning environments and experiences for students to participate in deeper learning activities.
4. Nigerian Universities should prioritize application of emerging technologies in Business Education classes.
5. Employment of Business Education Lecturers should be based on practical skills on the application of emerging Business Education technologies and implementation of ICT curriculum.

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